

Title I Supplemental Grant Application Guidelines

2008-09

Division for Reading and Student Achievement



**Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent
Madison, Wisconsin**

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What is the purpose of the Title I Supplemental Grants?

The purpose of the Title I Supplemental Grants is to provide districts with additional funds and resources to help them develop and improve district efforts to support their eligible schools. Eligible schools are Title I schools that have been identified for improvement or missed adequate yearly progress (AYP). Implicit in these grants is the recognition that all districts in Wisconsin have existing resources and programs that support the student achievement of its school(s). This grant is intended to supplement these efforts and strengthen district support.

The grant application is structured around two goals: 1) addressing the needs of the eligible schools based on AYP indicators, and 2) providing district support for these schools based on the *Characteristics of Successful Districts*.

What are the *Characteristics of Successful Districts*?

The *Characteristics of Successful Districts* examine five aspects of district support. The *Characteristics* were developed based on a review of literature on district and school improvement, and in collaboration with a variety of educational stakeholders across the state, including Wisconsin school and district personnel. Published in December of 2006, the *Characteristics of Successful Districts* include rubrics to assess the effectiveness of district support, differentiated for its neediest schools. For more information on the *Characteristics*, the District Self-Assessment Handbook, or completing a full district self-assessment, please contact Molly Garner at (608) 266-3983 or molly.garner@dpi.wi.gov.

What is required of Title I Supplemental Grants recipients?

Title I Supplemental Grant recipients must comply with reporting requirements for an interim report (due January 30, 2009) and an end-of-year report (due June 30, 2009.)

Funded districts are also required to participate in two grantee meetings for the 2008-09 school year. These meetings will provide an opportunity to discuss best practices relative to district support of eligible schools, and an opportunity for grant recipients to share elements of their district and school improvement planning and implementation as it relates to the Title I Supplemental Grants. The first two meetings are scheduled for October 21, 2008 and April 1, 2009, both in Stevens Point. You will receive more information regarding these meetings at a later time.

What is the timeline for Title I Supplemental Grant activities?

October 1, 2008	Title I Supplemental Grant applications due
October 2008	Title I Supplemental Grant review
October 21, 2008	Grantee meeting at Stevens Point
January 13-14, 2009	New Wisconsin Promise Conference
January 30, 2009	Title I Supplemental Grant interim report due
April 1, 2009	Grantee meeting at Stevens Point
June 30, 2009	Title I Supplemental Grant end-of-year report due
September 30, 2009	Title I Supplemental Grant final claims due

For what activities may a grant recipient use Title I Supplemental Grant funds?

All grant activities must be based on a needs assessment that includes an analysis of the AYP indicators for eligible Title I schools and with the *Characteristics of Successful Districts*. Districts that have conducted a District Self-Assessment utilizing the *Characteristics of Successful Districts* should employ the results of the Self-Assessment to complete the application.

Title I Supplemental Grant funds are flexible, and may be used for salaries, fringes, instructional materials, professional development, or other purchased services. Non-educational incentives may not be purchased with Title I Supplemental Grant funds.

In addition to specific district and school level improvement programs and activities, districts that have not utilized the *Characteristics of Successful Districts* to complete a full District Self-Assessment may choose to conduct a Self-Assessment utilizing the Title I Supplemental Grant funds. For more information on this option, please contact Molly Garner at (608) 266-3983 or molly.garner@dpi.wi.gov.

Specific examples of fundable activities are detailed in the next several pages for each *Characteristic*.

CHARACTERISTIC I: Vision, Values, and Culture
<ul style="list-style-type: none">• district's focus on vision and mission• communication with stakeholders• partnerships with community agencies/organizations• promotion of positive school culture

Examples of fundable activities for Characteristic I:

- Implement strategies related to truancy abatement
- Develop and implement a mentoring program for staff and students
- Implement anti-bullying and violence prevention programs
- Provide relevant professional development and community/parent outreach activities regarding student expectations and conduct
- Develop or enhance community partnerships that promote literacy, numeracy, attendance, and graduation
- Implement parent and community involvement strategies including translation services, materials development, parent nights including meals, childcare, transportation, etc.

CHARACTERISTIC II: Leadership and Governance
<ul style="list-style-type: none">• effective district administrative leadership team and school board policies• collaborative central office staff• effective building administrators• targeted training and monitoring for supporting school improvement in the neediest schools

Examples of fundable activities for Characteristic II:

- Pay for staff release time and/or consultation to develop/revise a clearly articulated and consistent school improvement planning process with related tools and resources
- Develop and implement programs to support teacher leadership
- Provide extensive, targeted, and sustained training and coaching to ensure full implementation of school improvement plans
- Provide collaborative experiences and professional development to develop leadership, such as data retreats, principals' workgroups, etc.
- Support principal coaching and professional development

- Conduct assessments of the effectiveness of central office policies, procedures and school support

CHARACTERISTIC III: Decision Making and Accountability
<ul style="list-style-type: none"> • district supports the school's collection and analysis of different sources of disaggregated student data • effective decisions are made regarding the allocation of resources and school improvement initiatives based on student performance in its neediest schools

Examples of fundable activities for Characteristic III:

- Implement and/or enhance a district-wide process for collecting and analyzing relevant data, including formative assessment data, student behavioral patterns, and other relevant data
- Provide targeted, sustained professional development for analyzing data and utilizing data to inform instructional practice
- Develop a process and a professional development plan for implementing performance-based budgeting
- Provide targeted, sustained training for district or school leaders to analyze and use data to inform resource allocation

CHARACTERISTIC IV: Curriculum and Instruction
<ul style="list-style-type: none"> • district ensures that curriculum, assessment, instructional practices, and programs lead to equitable educational opportunities and outcomes for all students in its neediest schools

Examples of fundable activities for Characteristic IV:

- Conduct curriculum alignment studies
- Provide for a variety of extended learning opportunities for students (i.e., after school or intersession tutoring, summer school, etc.)
- Provide coaches to assist teachers in utilizing instructional practices that best meet the needs of their students

- Conduct an extensive analysis of achievement gaps, develop strategies to address the gaps, and provide appropriate training/coaching to implement strategies in the classroom
- Provide follow-up support and ongoing check-ins for implementation of strategies to address achievement gaps
- Pay for staff to participate in professional development activities related to curriculum, instruction, and assessment such as data retreats
- Develop common interim assessments
- Provide support for focused, intensive small-group interventions for English Language Learners, students with disabilities, or other subgroups
- Provide curricula and supplemental curricula that complement core reading and math series in order to develop formal or academic English as a key instructional goal for English Language Learners

CHARACTERISTIC V: Professional Development and Staff Quality
<ul style="list-style-type: none"> • comprehensive district-wide professional development and recruitment strategies exist to ensure that high quality teachers are serving students in the neediest schools

Examples of fundable activities for Characteristic V:

- Develop/revise orientation and mentoring programs for initial educators and principals
- Provide supplemental professional development opportunities to address specific needs and enhance the district's and schools' professional development models
- Develop/supplement strategies to retain and recognize highly qualified teachers who enhance the school and district's support of student achievement
- Provide training and/or coaching for principals as instructional leaders
- Develop and implement strategies to attract/retain highly qualified teachers in the neediest schools

Who should be contacted if more assistance is needed to complete the Title I Supplemental Grant application?

- Beth McClure at (608) 261-6324 or elizabeth.mcclure@dpi.wi.gov
- Shelly Babler at (608) 267-1067 or shelly.babler@dpi.wi.gov

Title I Supplemental Grants—Reviewer Rubric 2008-09

District:

Grant Funds Requested:

High Need Schools:

SECTION V: STATEMENT OF NEED		
Needs are aligned with <i>Characteristics of Successful Districts</i>	YES	NO
Needs are aligned with school AYP reports	YES	NO
Needs include other data relevant to improving student achievement in the high needs schools	YES	NO
COMMENTS (Please address missing information, narrative's strengths, or other comments):		

SECTION VI: DISTRICT PLAN FOR USE OF FUNDS

Goal:			
Goal Addresses <i>Characteristic</i> I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/> IV <input type="checkbox"/> V <input type="checkbox"/>			
DISTRICT IMPROVEMENT GOAL			COMMENTS:
Goal is related to the Statement of Need	YES	NO	
Goal is clear and succinct	YES	NO	
GOAL IMPLEMENTATION OBJECTIVES			COMMENTS:
Objectives describe how the goal will be met	YES	NO	
Objectives describe outcomes for students/staff	YES	NO	
Objectives are appropriate for achieving the goal	YES	NO	
ACTIVITIES, TIMELINES, & GRANT FUNDS			COMMENTS:
Activities align with the objectives	YES	NO	
Activities connect logically to the objectives	YES	NO	
Timelines are within the grant period	YES	NO	
Grant budget is appropriate	YES	NO	
OBJECTIVE EVALUATION METHODS			COMMENTS:
Evaluation methods are measurable	YES	NO	
Evaluation methods are relevant to the objectives	YES	NO	
BUDGET			COMMENTS: (List discrepancies if you selected "No.")
Plan and budget detail/summary are aligned	YES	NO	

DUPLICATE PAGE FOR ADDITIONAL GOALS

OVERALL REVIEW

ADDITIONAL OVERALL COMMENTS:

Identified schools are Title I eligible for 2008-09

YES

NO

Application is approvable as submitted

YES

NO

IF NO, RECOMMENDED CHANGES FOR APPLICATION APPROVAL: